

R B STALL HIGH

7749 Pinehurst Street
North Charleston, SC 29420

GRADES 9-12 High School

ENROLLMENT 1,073 Students

PRINCIPAL David V. Basile 843-764-2200

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	6	7	4	3

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Good	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	47.8	N/A	N/A	64.3	N/A	N/A
Passed 1 subtest	26.6	N/A	N/A	17.9	N/A	N/A
Passed no subtests	25.6	N/A	N/A	21.3	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	90.0%	92.3%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.8	3.8
Seniors who met the SAT/ACT requirement	2.8	3.8
Seniors who met the grade point average	17.5	32.9

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	167	147
Number of Diplomas	104	105
Rate	62.3%	71.1%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	120	90.0	143	2.8	167	62.3	YES
Gender							
Male	48	93.8	57	5.3	65	53.8	N/A
Female	72	87.5	86	1.2	102	67.6	N/A
Racial/Ethnic Group							
White	35	97.1	36	8.3	37	81.1	N/A
African-American	80	86.3	102	1.0	123	56.1	
Asian/Pacific Islander	4	I/S	0	N/A	1	I/S	N/A
Hispanic	1	I/S	2	I/S	2	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	114	90.4	131	3.1	146	69.9	N/A
Disabilities other than speech	6	83.3	12	0.0	21	9.5	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	120	90.0	143	2.8	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	120	90.0	143	2.8	155	61.9	N/A
Socio-Economic Status							
Subsidized meals	1	I/S	67	1.5	95	56.8	YES
Full-pay meals	119	89.9	76	3.9	72	69.4	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	217	96.8	33.2	36.7	22.4	7.7	38.3	YES	YES
Gender									
Male	98	96.9	37.1	33.7	23.6	5.6	36.0	N/A	N/A
Female	119	96.6	29.9	39.3	21.5	9.3	40.2	N/A	N/A
Racial/Ethnic Group									
White	41	97.6	15.8	34.2	28.9	21.1	60.5	YES	YES
African-American	165	97.0	36.5	38.5	20.3	4.7	32.4	YES	YES
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	195	96.4	28.6	38.9	24.6	8.0	41.7	N/A	N/A
Disabled	22	100.0	71.4	19.0	4.8	4.8	9.5	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	96.8	33.2	36.7	22.4	7.7	38.3	N/A	N/A
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	211	96.7	31.6	37.4	23.2	7.9	39.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	159	96.2	39.3	33.8	20.0	6.9	35.9	YES	YES
Full-pay meals	57	98.2	15.7	45.1	29.4	9.8	45.1	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	217	96.8	42.9	34.2	16.3	6.6	31.1	YES	YES
Gender									
Male	98	96.9	42.7	34.8	18.0	4.5	30.3	N/A	N/A
Female	119	96.6	43.0	33.6	15.0	8.4	31.8	N/A	N/A
Racial/Ethnic Group									
White	41	97.6	15.8	42.1	23.7	18.4	55.3	YES	YES
African-American	165	97.0	49.3	33.8	13.5	3.4	24.3	YES	YES
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	195	96.4	38.3	36.6	17.7	7.4	34.3	N/A	N/A
Disabled	22	100.0	81.0	14.3	4.8	N/A	4.8	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	96.8	42.9	34.2	16.3	6.6	31.1	N/A	N/A
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	211	96.7	41.6	35.3	16.8	6.3	31.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	159	96.2	45.5	33.1	14.5	6.9	29.0	YES	YES
Full-pay meals	57	98.2	35.3	37.3	21.6	5.9	37.3	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 1,073)

Retention rate	16.1%	Up from 14.0%	10.5%	9.1%
Attendance rate	88.4%	Down from 92.3%	96.1%	96.0%
Eligible for gifted and talented	1.4%	Up from 1.3%	3.6%	5.8%
With disabilities other than speech	12.5%	Up from 11.3%	14.8%	12.7%
Older than usual for grade	29.4%	Down from 56.3%	13.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	Up from 3.2%	3.3%	1.6%
Enrolled in AP/IB programs	10.0%	Up from 8.2%	6.2%	10.2%
Successful on AP/IB exams	N/AV		34.5%	53.8%
Annual dropout rate	7.9%	Up from 5.1%	3.0%	2.7%
Career/technology students in co-curricular organizations	4.1%	Up from 3.8%	4.0%	3.6%
Enrollment in career/technology center courses	789	Up from 536	357	466
Students participating in worked-based experiences	22.5%	Up from 18.8%	27.8%	25.7%
Career/technology students mastering core competencies	53.9%	Up from 51.3%	74.3%	77.7%
Career/technology completers placed	100.0%	No change	99.5%	99.3%

Teachers (n= 73)

Teachers with advanced degrees	47.9%	Up from 45.3%	45.1%	52.0%
Continuing contract teachers	61.6%	Down from 71.9%	76.5%	82.1%
Highly qualified teachers**	73.8%	N/A	87.2%	89.5%
Teachers with emergency or provisional certificates	18.8%		15.2%	8.6%
Teachers returning from previous year	83.8%	Up from 82.1%	82.1%	86.2%
Teacher attendance rate	94.2%	Down from 94.9%	94.5%	95.3%
Average teacher salary	\$38,618	Down 1.5%	\$40,002	\$41,060
Prof. development days/teacher	12.8 days	Down from 13.4 days	11.4 days	10.6 days

School

Principal's years at school	1.0	Down from 9.0	2.0	3.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 24.0 to 1	23.9 to 1	26.4 to 1
Prime instructional time	80.2%	Down from 85.4%	89.4%	90.0%
Dollars spent per pupil*	\$7,473	Up 30.5%	\$6,956	\$6,310
Percent of expenditures for teacher salaries*	59.2%	Down from 62.9%	55.4%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	No change	86.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The administration, staff, and School Improvement Council at R.B. Stall High School continues to dedicate ourselves to the success of all students. The 2003-2004 school year has been a challenging one. However, we have been very pleased with the improvements we are making.

We have many exciting and innovative programs planned for Stall. We were awarded a Small Learning Communities Planning Grant and a Comprehensive School Reform Grant to implement the High Schools That Work reform model. We implemented a 9th Grade Academy for school year 2004-05 to assist incoming 9th grade students with the transition to high school. This reform will be expanded to include a 10th grade academy in 2005-06 and a career cluster academy model by 2006-2007. The staff instituted a reading initiative and writing across the curriculum campaign. We have expanded remediation programs in all core subjects with students who have academic weakness assessed on PACT, HSAP, or MAPS by providing student safety nets such as the homework center, SAT preparatory classes, pull out programs, and after-school tutoring. We implemented a portfolio-based credit recovery opportunity for students with excessive absences requiring after school and Saturday attendance, and are looking into the feasibility of utilizing PLATO software in a credit recovery program. We hired a Reading Specialist to facilitate the reading initiative, to work one-on-one with students needing assistance with reading, and to collaborate with teachers to improve reading instruction in their content area. We instituted a 4X4 semester block schedule in 2004-2005 to better meet the needs of our students. We are revitalizing the SIC, PTSA, Booster Clubs, volunteering opportunities, and business partnerships through increased parent and community involvement. And we are collaborating with feeder middle schools to ensure vertical alignment of programs and curriculum.

Together, we have faced the challenges presented for us without hesitation and have done our best to make our school a better place in which to learn and work. We look forward to a rewarding school year in 2004-2005 as we move toward our goal of providing a school where all students can achieve academic success.

David V. Basile
Principal

Lyn Swecker
SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	80	110	85
Percent satisfied with learning environment	65.8%	54.5%	75.9%
Percent satisfied with social and physical environment	56.4%	56.0%	60.5%
Percent satisfied with home-school relations	25.0%	69.7%	61.7%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.